

FORT DORCHESTER ELEMENTARY

5201 Old Glory Lane
Summerville, South Carolina 29485

GRADES PK-5 Elementary School

ENROLLMENT 802 Students

PRINCIPAL Carol Farris 843-832-5550

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort "Bo" Blanton 843-873-8454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
22	14	1	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes

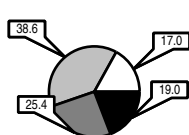
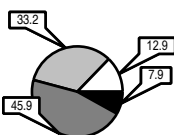
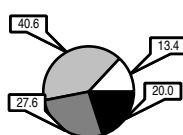
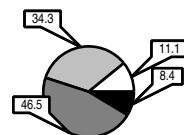
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	428	99.8	12.0	33.7	46.2	8.2	64.5	Yes	Yes
Gender									
Male	219	99.5	13.7	43.1	37.6	5.6	55.3		
Female	209	100.0	10.3	24.1	54.9	10.8	73.8		
Racial/Ethnic Group									
White	279	99.6	7.4	29.2	53.3	10.1	73.9	Yes	Yes
African-American	121	100.0	23.4	43.2	31.5	1.8	42.3	Yes	Yes
Asian/Pacific Islanders	17	100.0	13.3	26.7	33.3	26.7	80.0	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	378	100.0	7.8	33.9	49.7	8.6	69.3		
Disabled	50	98.0	45.5	31.8	18.2	4.5	27.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	428	99.8	12.0	33.7	46.2	8.2	64.5		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	99.8	11.8	33.6	46.4	8.2	64.6		
Socio-Economic Status									
Subsidized meals	107	100.0	29.5	42.1	26.3	2.1	37.9	Yes	Yes
Full-pay meals	321	99.7	6.4	31.0	52.5	10.1	73.1		

Mathematics - State Performance Objective = 15.5%									
All Students	428	100.0	15.8	39.4	25.7	19.1	61.1	Yes	Yes
Gender									
Male	219	100.0	14.6	41.9	24.7	18.7	61.6		
Female	209	100.0	16.9	36.9	26.7	19.5	60.5		
Racial/Ethnic Group									
White	279	100.0	7.0	39.9	28.7	24.4	70.9	Yes	Yes
African-American	121	100.0	37.8	36.9	18.9	6.3	38.7	Yes	Yes
Asian/Pacific Islander	17	100.0	0.0	33.3	33.3	33.3	73.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	378	100.0	12.1	38.5	28.4	21.0	66.4		
Disabled	50	100.0	44.4	46.7	4.4	4.4	20.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	428	100.0	15.8	39.4	25.7	19.1	61.1		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	100.0	15.9	39.4	25.6	19.2	61.1		
Socio-Economic Status									
Subsidized meals	107	100.0	35.8	42.1	16.8	5.3	37.9	Yes	Yes
Full-pay meals	321	100.0	9.4	38.6	28.5	23.5	68.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	144	100.0	11.4	37.1	47.7	3.8	51.5
	Grade 4	129	100.0	23.4	36.9	36.0	3.6	39.6
	Grade 5	128	100.0	17.4	52.2	30.4	N/A	30.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	126	99.2	8.9	22.0	54.5	14.6	69.1
	Grade 4	160	100.0	14.7	40.4	40.4	4.5	44.9
	Grade 5	148	100.0	14.4	40.3	41.0	4.3	45.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	144	100.0	12.1	46.2	26.5	15.2	41.7
	Grade 4	129	100.0	10.8	38.7	28.8	21.6	50.5
	Grade 5	128	100.0	11.3	48.7	25.2	14.8	40.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	126	100.0	12.9	50.0	27.4	9.7	37.1
	Grade 4	160	100.0	17.9	34.0	27.6	20.5	48.1
	Grade 5	148	100.0	19.4	37.4	18.7	24.5	43.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 802)				
First graders who attended full-day kindergarten	99.3%	N/C	97.5%	100.0%
Retention rate	2.8%	No change	2.0%	2.7%
Attendance rate	96.5%	Up from 96.0%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		2.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		2.6%	3.5%
Eligible for gifted and talented	27.0%	Up from 19.4%	26.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Up from 6.2%	6.9%	8.2%
Older than usual for grade	0.9%	Down from 1.3%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 2.0%	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	50.0%	No change	53.8%	51.4%
Continuing contract teachers	75.0%	Down from 76.0%	87.5%	87.5%
Highly qualified teachers**	98.0%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.7%	86.7%
Teacher attendance rate	95.1%	Down from 95.5%	95.4%	94.9%
Average teacher salary	\$38,170	Down 1.4%	\$42,383	\$40,760
Prof. development days/teacher	11.0 days	Up from 9.2 days	12.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 19.4 to 1	20.6 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.2%	91.2%	90.0%
Dollars spent per pupil*	\$6,795	N/A	\$5,729	\$6,044
Percent of expenditures for teacher salaries*	52.3%	N/A	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fort Dorchester Elementary School first opened its doors, as a new facility, to students in the fall of 2002. Our name was derived from the neighboring historical Fort Dorchester. We ended our second year serving the instructional needs of 855 four- year-old through fifth grade students. We are situated in a growing community and expect that the school will quickly reach its capacity of 1000 students. Our 70-member faculty and staff work together to create a friendly, family atmosphere for our students and parents. Our mascot, Glory Gator, was named by our students and was based on the patriotic theme of Fort Dorchester High School.

Fort Dorchester Elementary has strong parent and community support. The outstanding PTA, School Improvement Council and business partners add much to enhance the school's programs and environment. Input from these groups allows us to offer opportunities that make our school a special place for students. Some highlights of our year, based on support from these groups, include US, world, and South Carolina maps for classrooms, dictionaries and thesaurus, pull down screens, trees planted around the campus, and a student awards program.

Receiving adequate funding and meeting the needs of a diverse population of students are Fort Dorchester Elementary's challenges. Our district and school have strived and will continue to do our best to shelter students from feeling effects regarding the funding situation created on the state and local levels. We have implemented staff development for teachers and support staff with an emphasis on understanding poverty in hopes of better serving all of our student population and to address the needs of our subsidized lunch students. We are working to focus our vision as we tap the skills of our skilled faculty members from various areas around the country. We will strive everyday to reach our potential regarding the school's mission statement, "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life."

For the 2003-2004 school year, we have worked to begin implementation of the district literacy model, a literacy focus in every grade level with literacy teachers in Grades 1-4. The Open Court reading series, utilized in Grades K-3, and STEPS (Sequential Teaching of Explicit Phonics and Spelling) utilized in Grades K-3, enhance whole group language arts instruction. Our literacy model supports the vision of student learning on their instructional level through flexible small group instruction. Our on-going staff development focus is an effort to bring a diverse group of teachers together regarding a vision for literacy. It builds on the strengths that teachers brought to the school to create a common goal for our children. These initiatives have been a strong foundation for our teaching and for our students' learning. Our plans for 2004-2005 will include continued efforts in these areas and extension to areas of math. We feel that we have completed a successful second year at Fort Dorchester Elementary. We welcome visitors and plan to continue to do our best as we learn and grow.

Carol Farris, Principal

Miki Schmidt, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	57	132	73
Percent satisfied with learning environment	100.0%	84.0%	94.4%
Percent satisfied with social and physical environment	100.0%	82.8%	95.9%
Percent satisfied with home-school relations	98.2%	90.0%	70.8%

*Only students at the highest elementary school grade level at this school and their parents were included.